

CHANGE MANAGEMENT ON BEHAVIOR OF TEACHING FRATERNITY AT COLLEGE LEVEL

Dr. Victor Solomon. V

Assistant Professor, MBA Department,
Aarupadai Veedu Institute of Technology (AVIT),
Vinayaka Missions University,
Rajivi Gandhi Salai. OMR, Paiyanoor, Chennai, India

ABSTRACT

Academic Institutions offering higher education in Arts and Science Colleges are undergoing a process of change is similar to that of business organisations, more particularly during the last few decades when the industries have to confront hectic competitions. The external forces for change in colleges are increasing not decreasing. Higher education is expected to play a dominant role in social and economic transformation in some countries, in others it is seen as being a key export.

Key words: Management Behavior, Teaching Fraternity, Leadership Qualities, Colleges

Cite this Article: Dr. Victor Solomon. V, Change Management on Behavior of Teaching Fraternity at College Level. *International Journal of Management*, 8 (2), 2017, pp. 81–88.

<http://www.iaeme.com/IJM/issues.asp?JType=IJM&VType=8&IType=2>

1. BEHAVIOUR OF TEACHING FRATERNITY

Behaviour is a response, which an individual shows to his environment at different times. “Behaviour is conduct that carries oneself or behaviour is what we do, especially in response to outside stimuli”. The teacher’s behaviour was seen in the light of his role as an effective teacher. Effective teacher training incorporates activities and teaching that leads to these outcomes and prepares trainees to manage student behaviour confidently and with authority. The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieve positive educational outcomes. More the teachers exhibit courtesy and sportsmanship, the more likely that they will perform their duties effectively. The major causes of teacher stress lead to behavior change. Therefore, the results conclude that as teachers become more experienced, they become more controlling on both behaviour and instructional management.

EDUCATION, TEACHING FRATERNITY AND TEACHING

Education is essential for everyone. It is the level of education that helps people earn respect and recognition. In general opinion, it is an indispensable part of life, both personally and socially. It is a life-long process for each person which needs to be reinforced throughout life. Knowledge is power, and education imparts knowledge. Teachers are an extremely important facet of any society for a multiple of reasons. Teachers pass on knowledge and values to children, prepare them for future education and for working life and are the main contributors to good education. Teachers are one of the main pillars of a sound and progressive society. They bear the responsibility of teaching, and apart from parents, are the main source of knowledge and values for children.

2. REVIEW OF LITERATURE

An extensive review of literature relating to change management was undertaken. Through these reviews, many parameters relating to change management were identified. In addition, it was also identified that change management has a direct impact on the behaviour of teaching fraternity which ultimately leads to their performance.

In this context, one can recall Ursula Marie Stroh (2004)¹ the study reveals that the employees are directly influenced by their participation in the communication process, and their attitudes and loyalty subsequently influence the way they treat customers and clients.

Ann Gilley, Jerry W. Gilley and Heather S. McMillan (2009)² explore the behaviors associated with leadership effectiveness in driving change. This research work identifies change effectiveness skills, while isolating the specific leader behavior which is deemed most valuable to implementing change that is motivation and communication.

The study had tried to investigate effective change communication in the workplace Amy Lynn Harp (2011)³. It was concluded that on the individual level, employees evaluated effective change communication through a behavior, trait, and or knowledge.

According to Shabnam Hamdi and Mahmoud Rajablu (2012)⁴ it was found that the level of affective commitment is different among nursing staff and depends on the quality of the leader and member communication and leaders consideration.

This study proposed by Rob Phillips (2005)⁵ the institutional factors have an impact on adoption of new technologies in higher education, before concluding that the major factors affecting adoption are human, and these can only be addressed through effective leadership and change management.

According to Josephine A. Larbi-Apau and James L. Moseley Wayne (2012)⁶ the teaching staff in the universities has relatively more positive attitudes toward computer technology and ICT.

Hamid Mahmood Gelaidan and Hartini Ahmad (2012)⁷ in their study the finding of the study shows that organisational culture plays an important role in moderating the relationship between leadership style either transformational or transactional and normative commitment to change.

In this context, one can recall Maria Vakola, Ioannis Tsaousis and Ioannis Nikolaou (2003)⁸ it was found that there is a relationship between personality traits and employees' attitudes towards change.

It is expected that leaders' demonstration of supportive behavior towards their followers may influence the sense of duty of the follower's to remain committed to the organisation Anis, Kashif-ur-Rehman, Ijaz-Ur-Rehman, Khan, & Humayoun, (2011)⁹.

Behaviour is a response, which an individual shows to his environment at different times. "Behaviour is conduct that carries oneself or behaviour is what we do, especially in response to outside stimuli".

Mary Agnes Beduz's (2012)¹⁰ investigated whether adding context to those variables derived from the Theory of Planned Behaviour (TPB) enhances prediction of nurses' behavioural intentions to adopt an evidence-informed practice change. It was found that the intention to perform anxiety assessments on patients was greater for nurses who (a) perceived that they had control over performing anxiety assessments, (b) had a positive attitude toward providing such assessments, and (c) perceived their work context to be positive.

In his research, Yu Tak Ming (2012)¹¹ it was concluded that the teacher-centered and student-centered teacher behavior did make a difference in student thinking style change and learning achievement.

An attempt was made by Zafer Unal and Aslihan Unal (2012)¹² the findings of the study demonstrated that experienced teachers are more likely to prefer to be in control of their classrooms than less experienced teachers while interacting with students. The study further reveals that the teachers tend to change their belief as they gain experience over the time and they tend to choose the path of interventionism (teacher control).

3. RESEARCH METHODOLOGY

The researcher used both descriptive and analytical methods in the survey. The questionnaire was checked for the reliability and validity by experts' and practitioners.

PILOT STUDY

A pilot study was conducted to validate the questionnaire and to confirm the feasibility of the study. **Cronbach's Alpha Criterion** was applied to test the reliability. The quality of the questionnaire was ascertained and the test showed high reliability at 79.5% .

OBJECTIVES OF THE STUDY

- To study the profile of the teaching fraternity and their institutions.
- To find out the factors influencing change management among the teaching fraternity at college level.
- To suggest measures for motivating the change management on behaviour of teaching fraternity at the college level in Chennai.

HYPOTHESIS OF THE STUDY

Ho1: There is no significant influence of change management on the behavior of teaching fraternity.

COLLECTION OF DATA

Primary and Secondary Data are used in this study.

Study Area

The survey is conducted among Arts and Science Colleges in Chennai.

SAMPLING SIZE

424 questionnaires were collected with full response.

RESEARCH DESIGN

Descriptive research design is used in this study.

Type of Sampling Technique

Convenience Sampling is adapted for the Study.

Sampling Unit

This study is teaching about fraternity of Arts and Science Colleges.

Selection of Colleges

The following table presents the number of Colleges.

DETAILS OF COLLEGES

Nature of the College	No. of Colleges in Chennai
Self-Financing	15

Questionnaire Design

The pre-test enabled the selection of Arts and Science Colleges and the responses of fraternity were obtained through a well-framed questionnaire.

5-STRONGLY AGREE. 4-AGREE. 3-NEUTRAL. 2-DISAGREE. 1-STRONGLY DISAGREE.

Reliability was assessed based on Cronbach Alpha as presented in Table below:

Cronbach Alpha Table

Measure	Items	Range	Factors	Variance	Alph.
Technology	10	1-5	2	87.636	0.910
Adaptability	10	1-5	2	87.618	0.923
Knowledge Upgradation	10	1-5	2	83.434	0.919
Leadership Qualities	10	1-5	2	87.476	0.956
Behaviour of Teachers	16	1-5	3	87.549	0.913

STATISTICAL DATA UTILISED

All data analysis was conducted using Statistical Package for Social Sciences V-15 (SPSS). The data were screened in order to obtain the variance between various factors of change management.

4. ANALYSIS AND INTERPRETATION

FACTOR ANALYSIS

Analysis pertaining to the second objective of the study is to find out the factors influencing change management among teaching fraternity at college level, with the help of Factor Analysis which is a statistical method used to describe variability among observed, correlated variables in

terms of a potentially lower number of unobserved variables called factors. Factor Analysis by principal method is used to group the variables. The researcher identified 10 significant variables regarding technology, adaptability, knowledge upgradation, leadership qualities and behaviour of teaching fraternity. It is very important to reduce those variables into predominant factors. The factor analysis by the principal component method is applied in the 10 variables for all factors and the following results are obtained.

FACTOR OF TECHNOLOGY

Table 1 Factor Analysis for Technology

KMO and Bartlett's Test for Technology			Total Variance Explained for Technology	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.953	% of Variance	Cumulative %
Bartlett's Test of Sphericity	Approx. Chi-square	6179.618	44.141	44.141
	df	45	43.495	87.636
	Sig.	.000		
Extraction Method: Principal Component Analysis				

Source: Computed Data

FACTOR OF ADAPTABILITY

Table 2 Factor Analysis for Adaptability

KMO and Bartlett's Test for Adaptability			Total Variance Explained for Adaptability	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958	% of Variance	Cumulative %
Bartlett's Test of Sphericity	Approx. Chi-square	5998.492	59.708	59.708
	df	45	27.909	87.617
	Sig.	.000		
Extraction Method: Principal Component Analysis.				

Source: Computed Data

FACTOR OF KNOWLEDGE UPGRADATION

Table 3 Factor Analysis for Knowledge Upgradation

KMO and Bartlett's Test for Knowledge Upgradation			Total Variance Explained for Knowledge Upgradation	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.937	% of Variance	Cumulative %
Bartlett's Test of Sphericity	Approx. Chi-square	5201.012	55.389	55.389
	df	45	28.045	83.434
	Sig.	.000		
Extraction Method: Principal Component Analysis.				

Source: Computed Data

FACTOR OF LEADERSHIP QUALITIES

Table 4 Factor Analysis for Leadership Qualities

KMO and Bartlett's Test for Leadership Qualities			Total Variance Explained for Leadership Qualities	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.937	% of Variance	Cumulative %
Bartlett's Test of Sphericity	Approx. Chi-square	6257.107	53.993	53.993
	df	45	33.483	87.476
	Sig.	.000		
Extraction Method: Principal Component Analysis.				

Source: Computed Data

FACTOR OF BEHAVIOUR OF TEACHING FRATERNITY

Table 5 Factor Analysis for Behaviour of Teaching Fraternity

KMO and Bartlett's Test for Behaviour			Total Variance Explained for Behaviour	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960	% of Variance	Cumulative %
Bartlett's Test of Sphericity	Approx. Chi-square	10606.491	51.513	51.513
	df	120	18.446	69.959
	Sig.	.000	17.590	87.549
Extraction Method: Principal Component Analysis.				

Source: Computed Data

5. SUMMARY OF FINDINGS AND CONCLUSION

“Nothing is permanent in this world except change”. In this chapter, the researcher presents the findings of the research derived from descriptive analysis on the basis of primary data obtained from the various college teachers of Chennai.

Findings Pertaining to the Factors Influencing Change Management among the Teaching Fraternity

The teaching fraternity who are in touch with **“TECHNOLOGY”** for their work depend on two predominant factors **“Global Connectivity”** and **“Convenient Network”**. The teaching fraternity, through the use of ICT and the Internet, have the information of the whole world at their fingertips.

As an educator, who have the ability to **“ADAPTATION”** themselves to new changes by **“Assuming Responsibilities”** and **“Promotional Opportunities”**. It is the responsibility of teaching fraternity to transform the lives of the students.

Learning is an ongoing progress and knowledge upgradation happens at all levels of the institution. Whereas the factor of **“KNOWLEDGE UPGRADATION”** of the teaching fraternity depends upon two factors: **“Multitasking”** and **“Productivity Enhancement”**.

It is inferred from the analysis the **LEADERSHIP QUALITIES** factors of teaching fraternity depends upon “*Fruitful Guidance*” and “*Optimistic Abilities*”.

Last but not least, the factor of “**BEHAVIOUR**” of the teaching fraternity depends upon three predominant factors: “*Cerebral Competency*”, “*Developmental Orientation*” and “*Contented Approach*”.

CONCLUSION

The quality of education depends on the nature of professional staff. Fraternity have the ability to adapt the innovative changes by assuming responsibilities and obtaining promotional opportunities. The teaching fraternity’ possess innovate technical knowledge which helped them to have optimist relationships with colleagues and students. They also have their appetite in sharing the knowledge and culture for the benefit of students’ community. The transition requires a torch bearer who can guide the team as a leader with their leadership skills. Teaching fraternity strongly consider that their behaviour helps them to develop their cerebral competencies which aids in forging a development-oriented approach that would result in a contented state.

SCOPE FOR FURTHER RESEARCH

This study is an attempt to examine the change management on the behaviour of teaching fraternity at the college level, Chennai. The study gives ample scope for further research and a few areas are listed below:

- Impact of change management on behaviour of teaching fraternity in higher educational institutions with special references to engineering colleges.
- A study on the efficacy of change management on performance of teaching fraternity among universities.

6. REFERENCES

- [1] Ursula Marie Stroh. (2004). An Experimental Study of Organisational Change and Communication Management. Ph.D in Communication Management. University of Pretoria. South Africa. Ph.D Thesis.
- [2] Ann Gilley, Jerry W. Gilley and Heather S. Mcmillan. (2009). Organizational Change: Motivation, Communication, and Leadership Effectiveness. Performance Improvement Quarterly. International Society for Performance Improvement Published Online, Vol.21 (Iss.4), Pp 75- 94.
- [3] Amy Lynn Harp. (2011). Effective Change Communication in the Workplace. Master's Thesis, University of Tennessee. Ph.D Thesis.
- [4] Shabnam Hamdi and Mahmoud Rajablu. (2012). Effect of Supervisor Subordinate Communication and Leadership Style on Organizational Commitment of Nurses in Health Care Setting. International Journal of Business and Management, Vol.7 (Issue 23).
- [5] Rob Phillips. (2005). Pedagogical, Institutional and Human Factors Influencing the Widespread Adoption of Educational Technology in Higher Education.
- [6] Josephine A. Larbi-Apau and James L. Moseley Wayne. (2012). Computer Attitude of Teaching Faculty: Implications for Technology Based Performance in Higher Education. Journal of Information Technology Education: Research, V11, Pp.221-233.
- [7] Hamid Mahmood Gelaidan and Hartini Ahmad. (2012). The Factors Effecting Employee Commitment to Change in Public Sector: Evidence From Yemen. International Business Research, Vol.6 (No.3).

- [8] Maria Vakola, Ioannis Tsaousis and Ioannis Nikolaou. (2003). The Role Of Emotional Intelligence and Personality Variables on Attitudes Towards Organisational Change. Vol.19 (No.2), Pp. 88-110.
- [9] Anis, A.,Kashif-ur-Rehman, Khan,M.A., and Humayoun,A.A. (2011). Impact of Organizational Commitment on Job Satisfaction and Employee Retention in Pharmaceutical Industry, African Journal of Business Management, Vol.5 (Iss.17), Pp.7316-7324.
- [10] Mary Agnes Beduz. (2012). The Role of Attitudes, Subjective Norms, Perceived Behavioural Control and Context in Nurses's Behavioural Intentions. Open Access Dissertations and Thesis by an Authorized Administrator of Digitalcommons@Mcmaster.
- [11] Dr. A. Bunglowala and Dr. Nidhi Asthana, A Total Quality Management Approach In Teaching and Learning Process. International Journal of Management, 7(5), 2016, pp. 223–227.
- [12] Dr. S. Ramachandran and Dr. J. Rengamani. Interactive Teaching Methods in Contemporary Higher Education, International Journal of Management, 6(10), 2015, pp. 95-103.
- [13] Prof. Devendra Vashi, Optimal Lecture Planning For Teaching The Subject Using Agile Methodology. International Journal of Advanced Research in Engineering and Technology, 7(2), 2016, pp. 64–68
- [14] Yu Tak Ming. (2012). The Roles of Teachers' Teaching Behavior in Students' Learning Styles and Academic Achievement. Thesis - Degree of Doctor of Education in the Faculty of Education at the University of Hong Kong. Ph.D Thesis.
- [15] Zafer Unal and Aslihan Unal. (2012). The Impact of Years of Teaching Experience on the Classroom Management Approaches of Elementary School Teachers. International Journal of Instruction, Vol.5 (No.2).